



Public Schools of North Carolina

All Leaders Understand, Support, and Collaborate to Provide Evidence Based Instruction

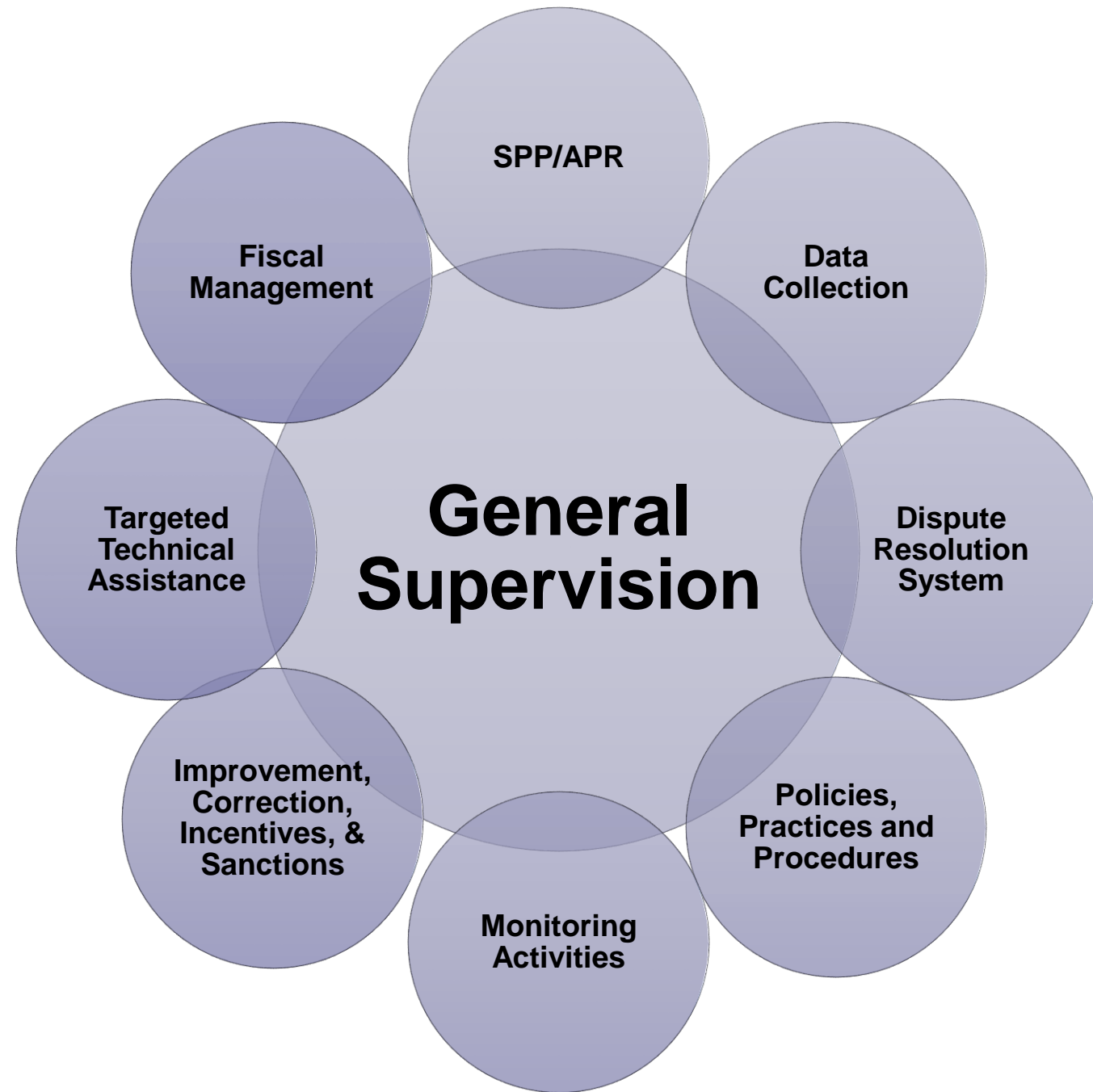
Leadership of Evidence Based Practices



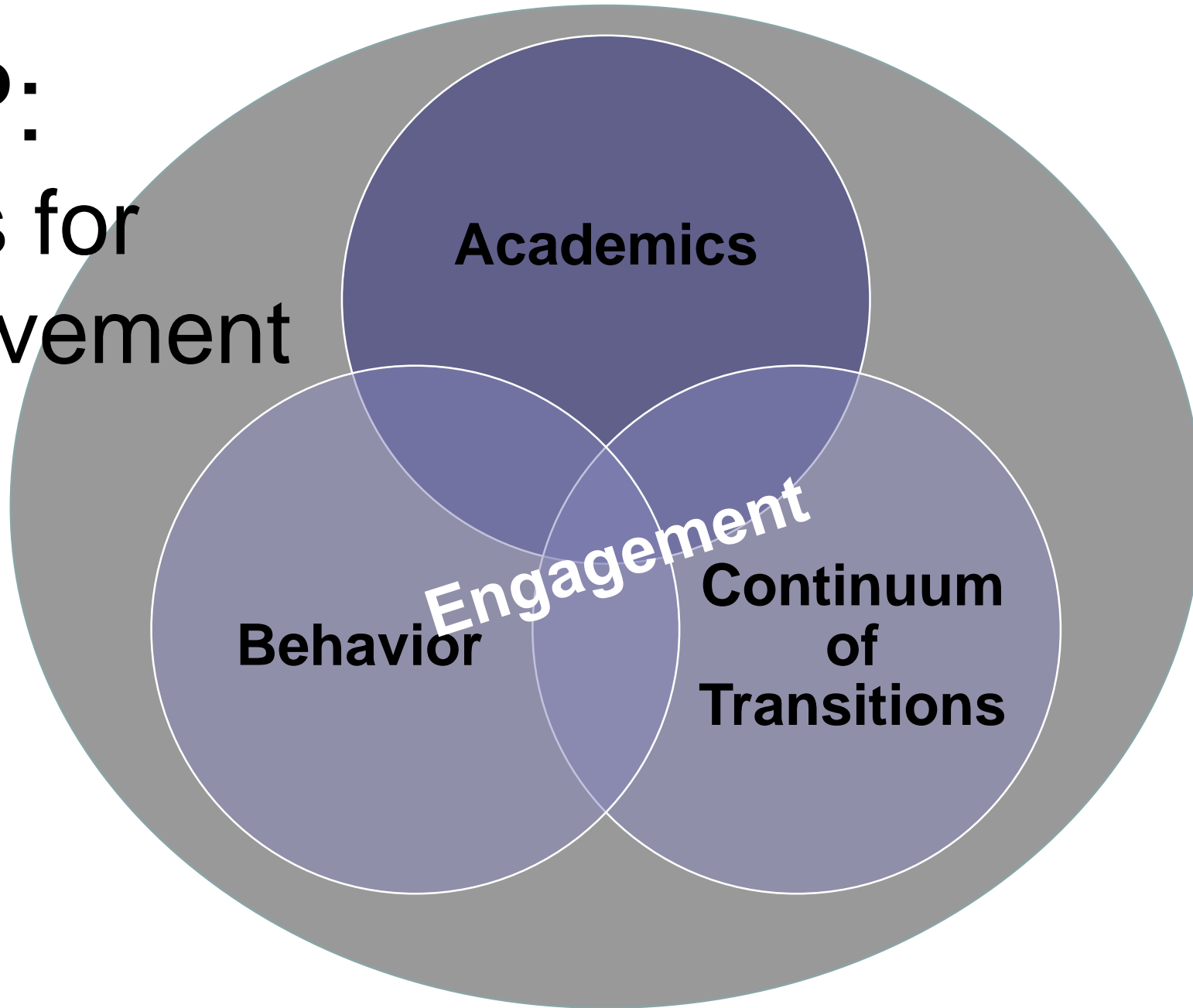
PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



Office of Special Education Programs
U.S. Department of Education



SSIP: Focus for Improvement



This Professional Learning Supports Improved Graduation Rate for Students with Disabilities by:

Engagement

Academics

- Active implementation of evidence-based instruction, preK through secondary
- Local capacity building
- Technical and adaptive leadership
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Behavior

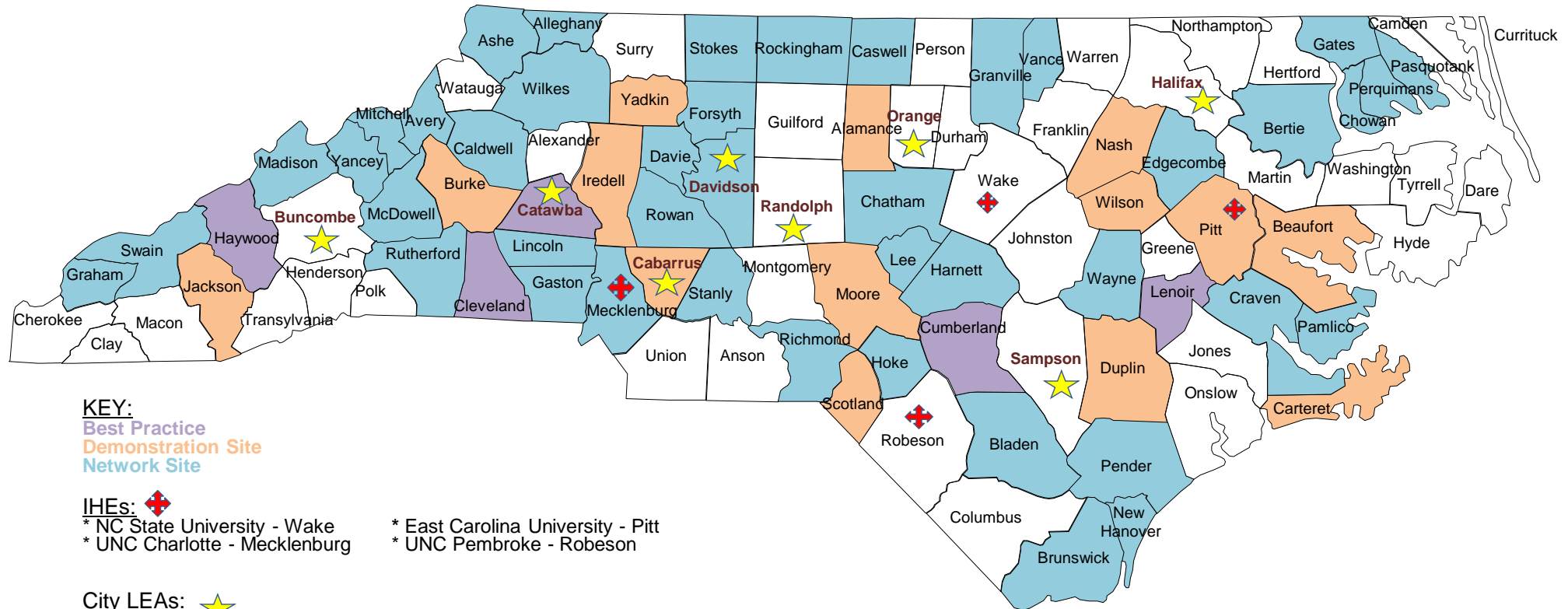
- Active implementation of evidence-based behavioral programming, preK through secondary
- Local capacity building
- Culturally responsive instruction
- Positive school/class climate
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Continuum of Transitions

- Active implementation of evidence-based transition practices, preK to post-secondary
- Local capacity building
- Systemic and coordinated supports (including wraparound), preK to post-secondary
- Consistent attendance
- Extracurricular and/or employment opportunities
- Student, Family, Staff, and Community Engagement

North Carolina

State Improvement Project 2016-17



KEY:
 Best Practice
 Demonstration Site
 Network Site

IHEs:
 * NC State University - Wake
 * UNC Charlotte - Mecklenburg
 * East Carolina University - Pitt
 * UNC Pembroke - Robeson

City LEAs:
 Asheville City - Buncombe
 Newton Conover - Catawba
 Kannapolis City - Cabarrus
 Chapel Hill Carroboro - Orange
 Thomasville City - Davidson
 Asheville City - Buncombe
 Newton Conover - Catawba
 Orange Charter - Orange
 Clinton City - Sampson



Improved Outcomes for Students

Effective Educational Strategies

Performance Assessment
(Fidelity)

Coaching

Systems
Intervention

Training

Facilitative
Administration

Selection

Decision Support
Data System

*Integrated &
Compensatory*

Leadership

Adaptive

Technical

**Implementation
Drivers**

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<http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers/dss>

NC SIP GOALS FOR 2016-2021

- **GOAL 1** - NC SIP staff will increase their capacity to provide **leadership**, professional development, coaching, and supports to participating districts, teachers, and families on **leadership** and effective reading, math, and content literacy instruction.
- **GOAL 2** - **District and building administrators** will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.
- **GOAL 3** - Teachers and **administrators** will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.
- **GOAL 4** - Pre-service teachers and **in-service administrators** enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities.

2014-2015 Proficiency Scores

Reading

- All NC SWD = 13.5% proficient
- **NC SIP SWD = 19.5%**

GOAL: Improved Outcomes for Students

Math

- All NC SWD = 13.0% proficient
- **NC SIP SWD = 18.3% proficient**
5.3% higher

What is this about?



All Leaders Understand
Support and Collaborate
to Provide Evidence-
Based Instruction

Math
Foundations
Overview-
(Online module)

Reading Research
to Classroom
Practice Overview-
(Online module)

Implementation of
Evidence-Based
Practices -(Face-to-
Face)

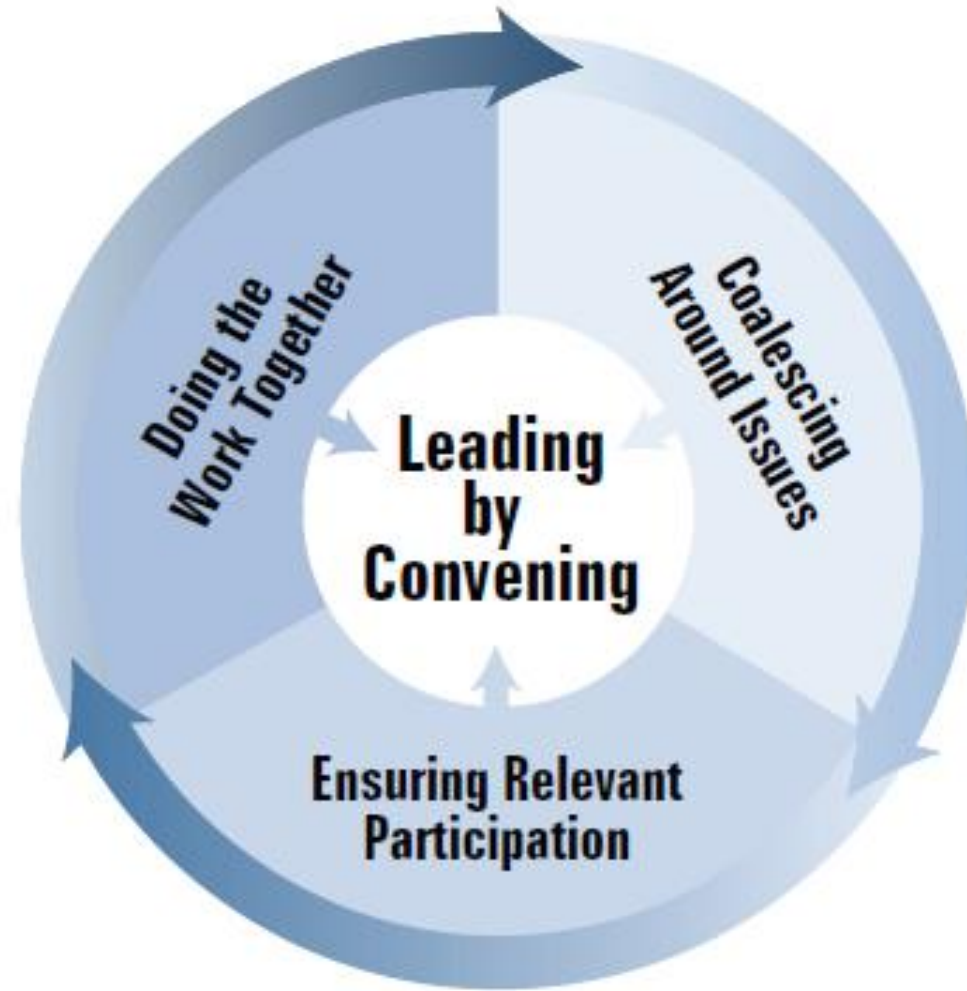


All Leaders...Goals:

- Participants will...
- engage in a professional learning opportunity that will be ***teachable, learnable, doable, and readily assessed in practice.***
- expand knowledge of implementation science for effective use of evidence-based practices
- utilize tools to improve implementation of current or new practices
- develop an action plan based on analysis of implementation



Authentic Engagement- Leading By Convening



Implementation Teams: No Lone Ranger Here

Leading by Convening: A Blueprint for Authentic Engagement

- The influences on the decision-making process when stakeholders are ***engaged in the planning*** process.
- The Partnership Way of Leadership: "...requires that leaders...accept the value of bringing groups with authority and groups with influence together in a shared leadership strategy. This style supports authentic engagement."



Implementation Gap

Implementation is defined as ***a specified set of activities*** designed to put into practice an activity or program of **known dimensions**.



Why Focus on Implementation?

“Students cannot benefit from interventions they do not experience.”

The Challenge

Even when we adopt good science to help students...

- **Implementation Gap**
 - **Fidelity**
 - **Sustainability**
 - **System-Wide Capacity**

14% success in 17 years.

VS.

80% success in 3 years.



Change? Why?

Fixed Mindset

What will I do with this information?

Will this change my current way of doing things?

Growth Mindset

How does this information guide me in my current practice?

How do I transfer this into my existing practice?



HOW: Supporting a Growth Mindset

Are we on target with identifying your greatest needs?

What student data sources are being used to determine needs?

What level of support do you feel would be needed to achieve your identified goals?

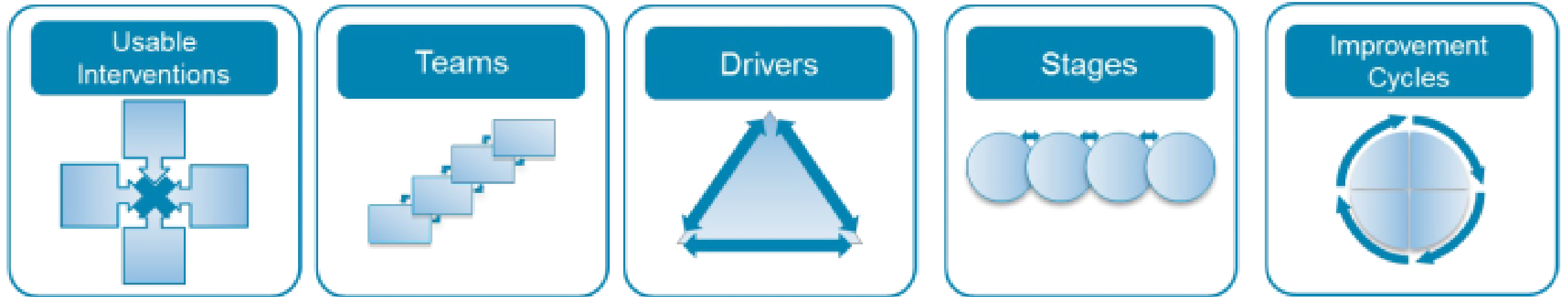
Within your identified goals, what areas of strength exist that future change will be built from?

Development of a Communication Plan is critical...

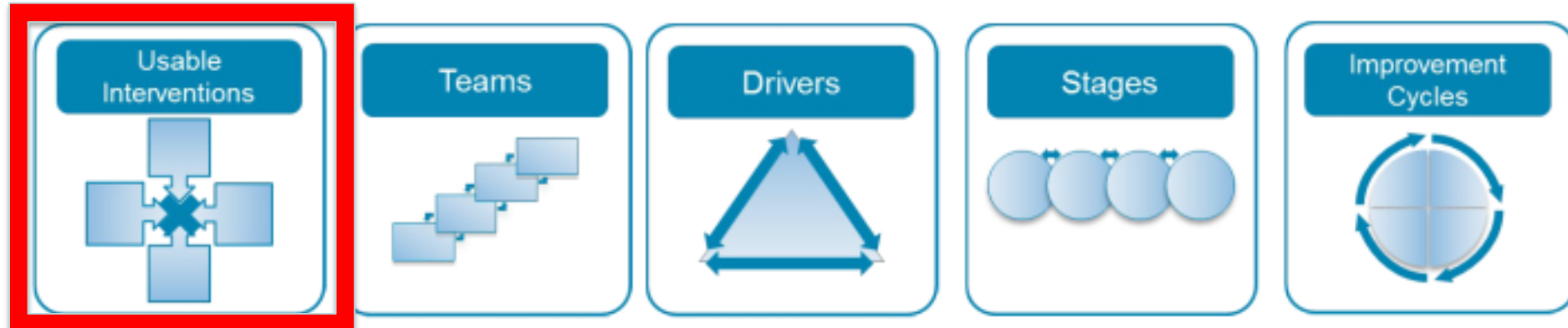


What Does it Take?

Active Implementation Frameworks



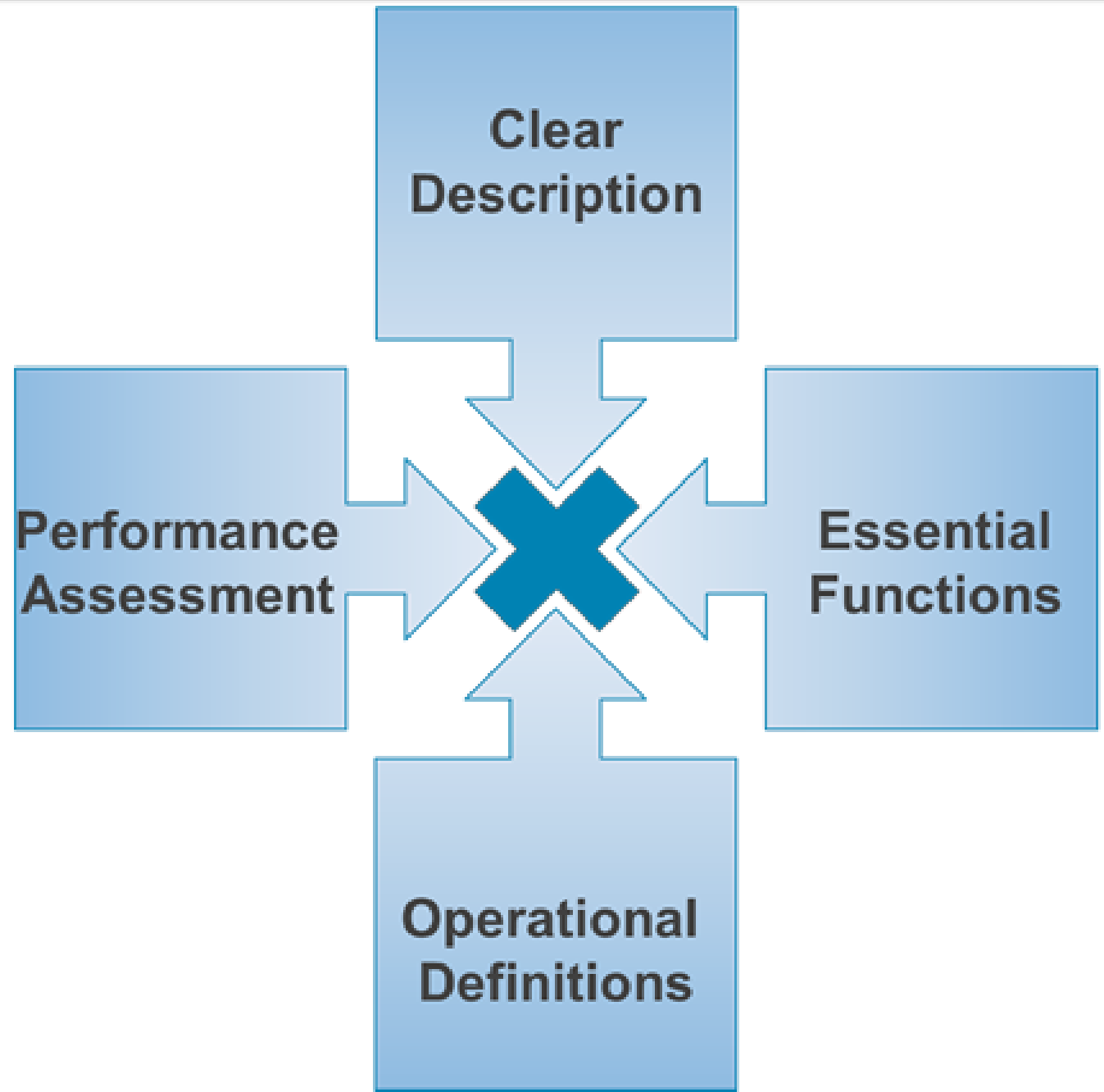
Active Implementation Frameworks



Knowable, Usable, Doable

NC SIP developed
courses,
**Math Foundations &
Reading Research
to Classroom
Practice**
provide teachers a
foundational
knowledge about
usable interventions.

Usable Interventions



Essential Goals of Professional Development offered through NC SIP:

Foundations of Math

- Increase understanding of the scientific research-based instructional principles
- Increase knowledge and skills for implementation of research-proven teaching strategies for students with **persistent Mathematical problems.**

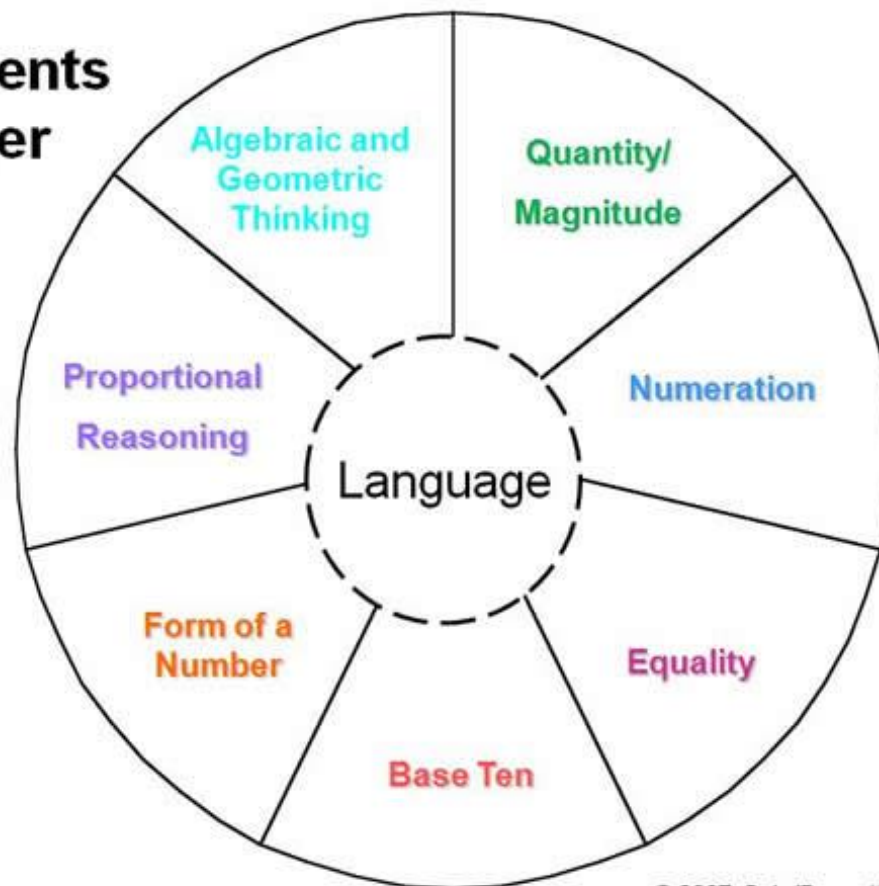
Reading Research to Classroom Practice

- To develop and enhance the instructional competencies of educators to effectively teach students with **persistent reading difficulties** through collection and analysis of **data**, selection and **implementation** of comprehensive research based instructional reading **practices** and interventions to improve student **outcomes.**



Foundations of Math

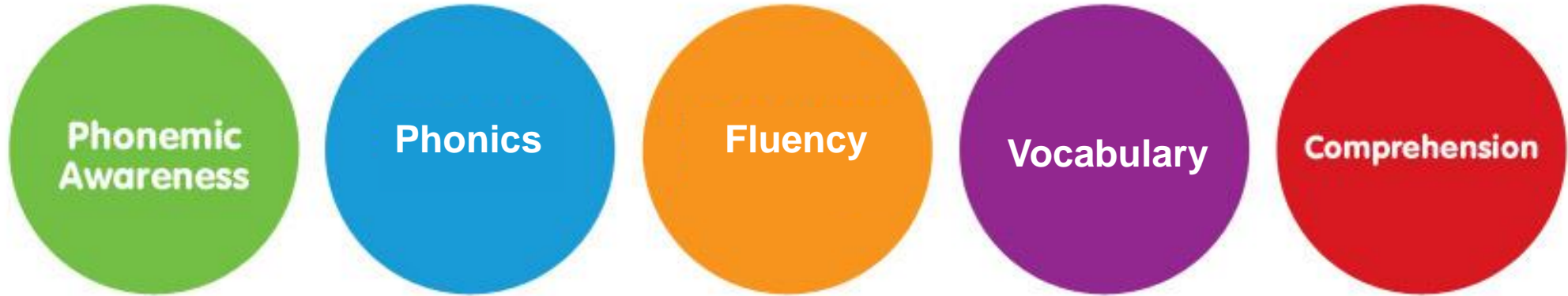
**Components
of Number
Sense**



© 2007 Cain/Doggett/Faulkner/Hale/NCDPI



Reading Research to Classroom Practice



Understand the nature of the reading difficulty

What defines “evidence?”

- Two or more high quality research studies using randomized group designs (rigor; effect sizes)
- Preferably done by two or more independent research groups
- Preferably summarized in meta-analyses of findings across studies

**Institute of Education
Sciences**

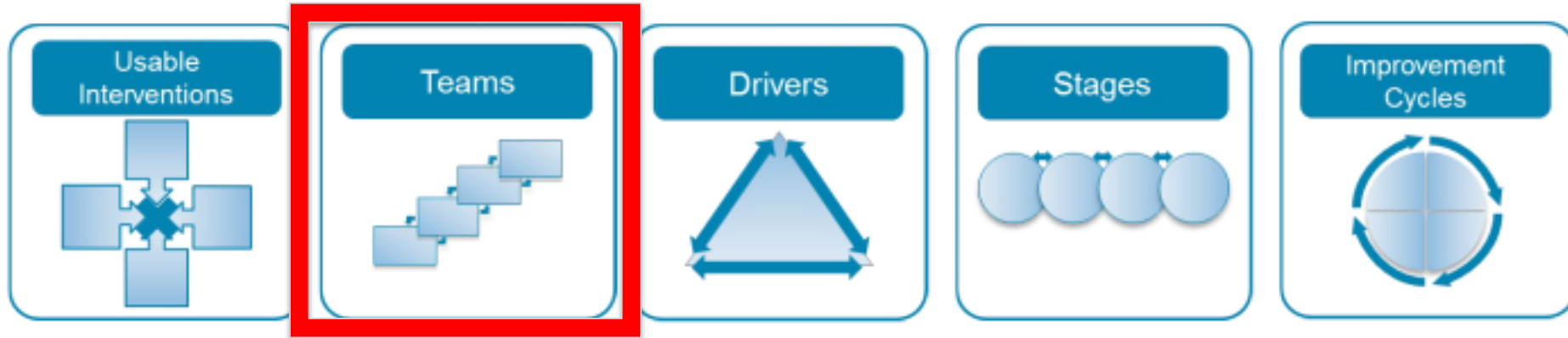
ies.ed.gov

**What Works Clearinghouse
&**

**Regional Educational
Laboratories**



Active Implementation Frameworks



Knowable, Usable, Doable

Support full effective and sustained use of the intervention

Active Implementation Frameworks



Knowable, Usable, Doable

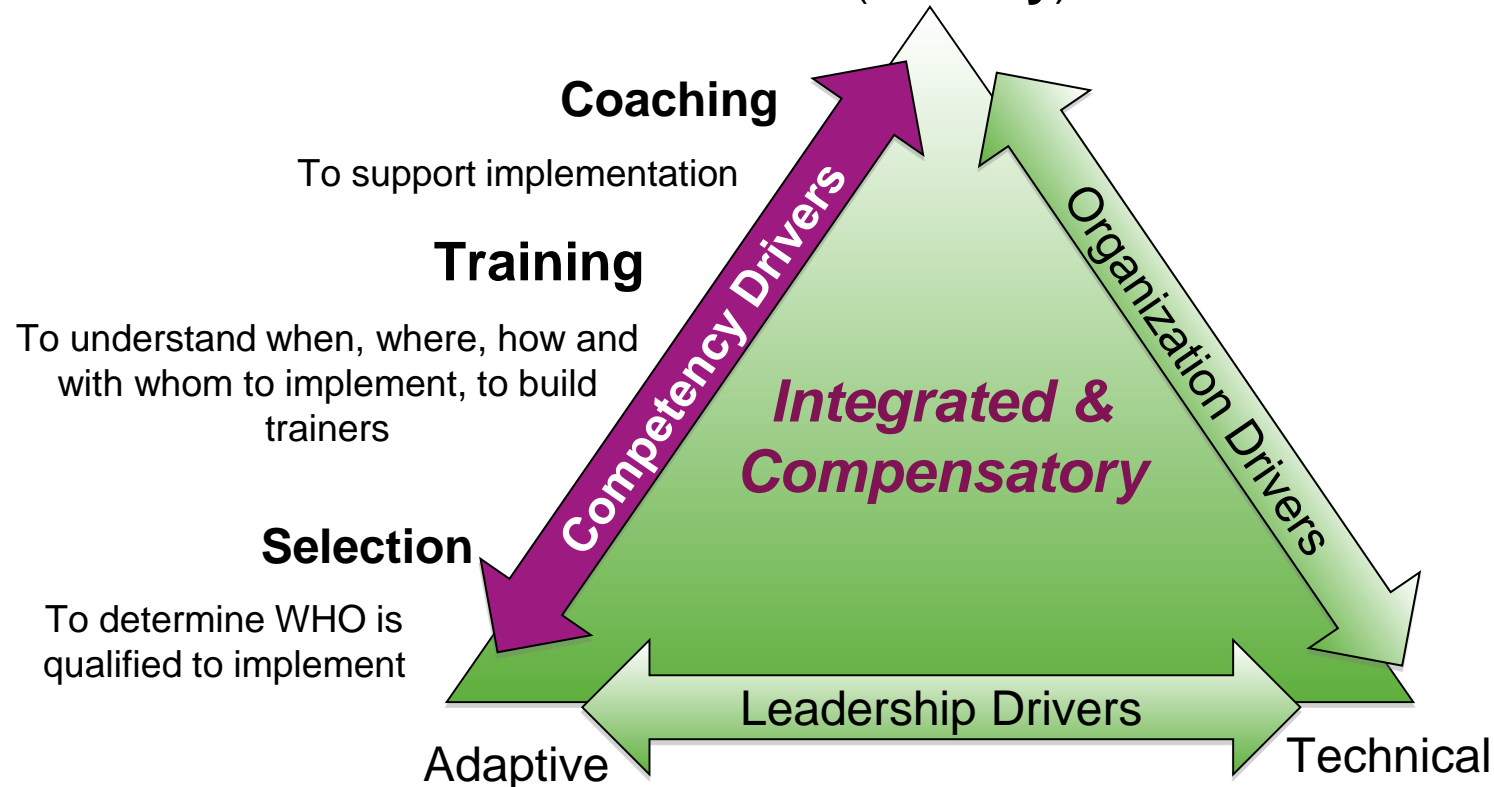
Support full effective and sustained use
of the intervention

Key components of capacity that
enable the success of the
intervention

Improved Outcomes for Students

Effective Educational Strategies

Performance Assessment
(Fidelity)



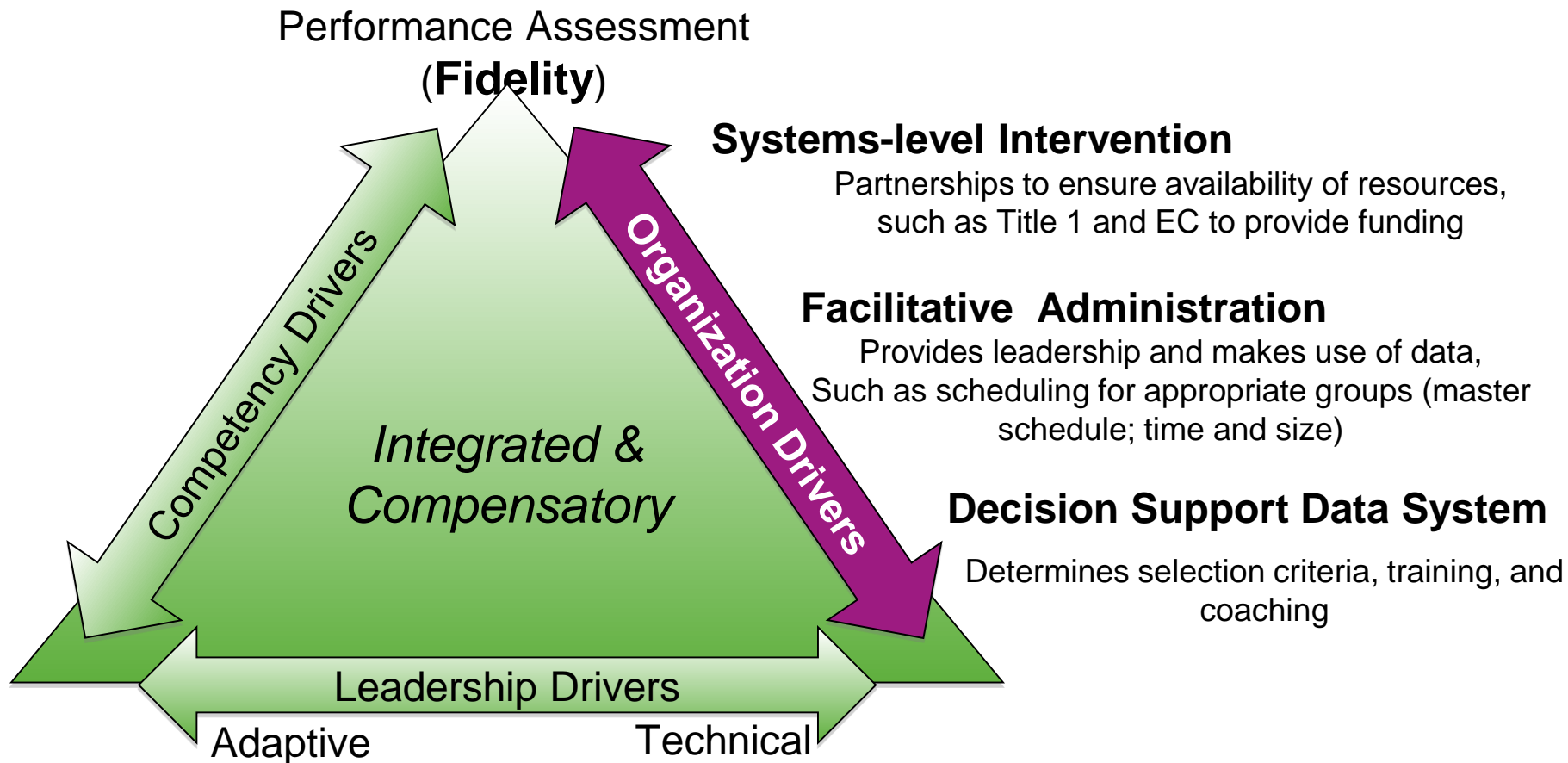
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Improved Outcomes for Students

Effective Educational Strategies



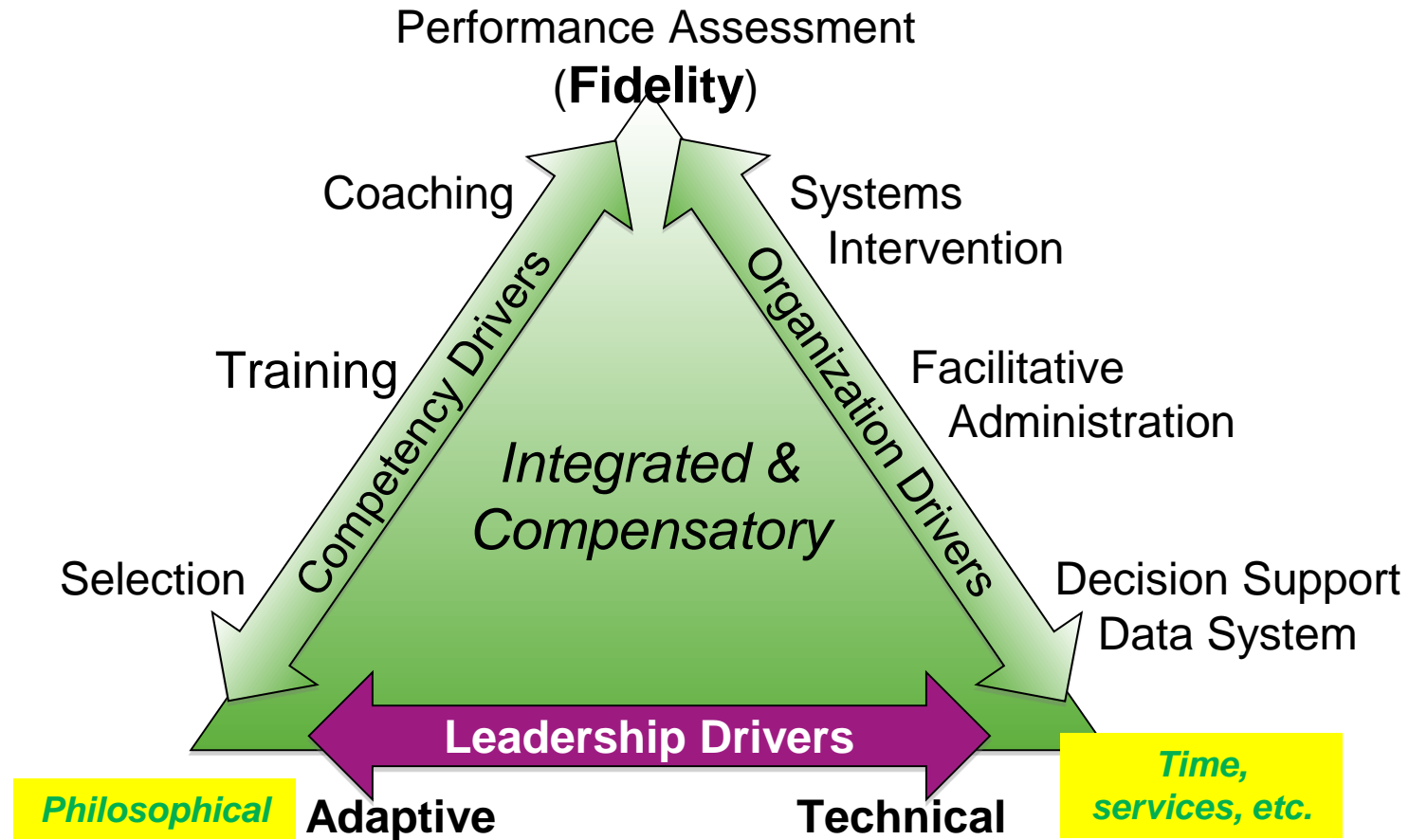
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Improved Outcomes for Students

Effective Educational Strategies

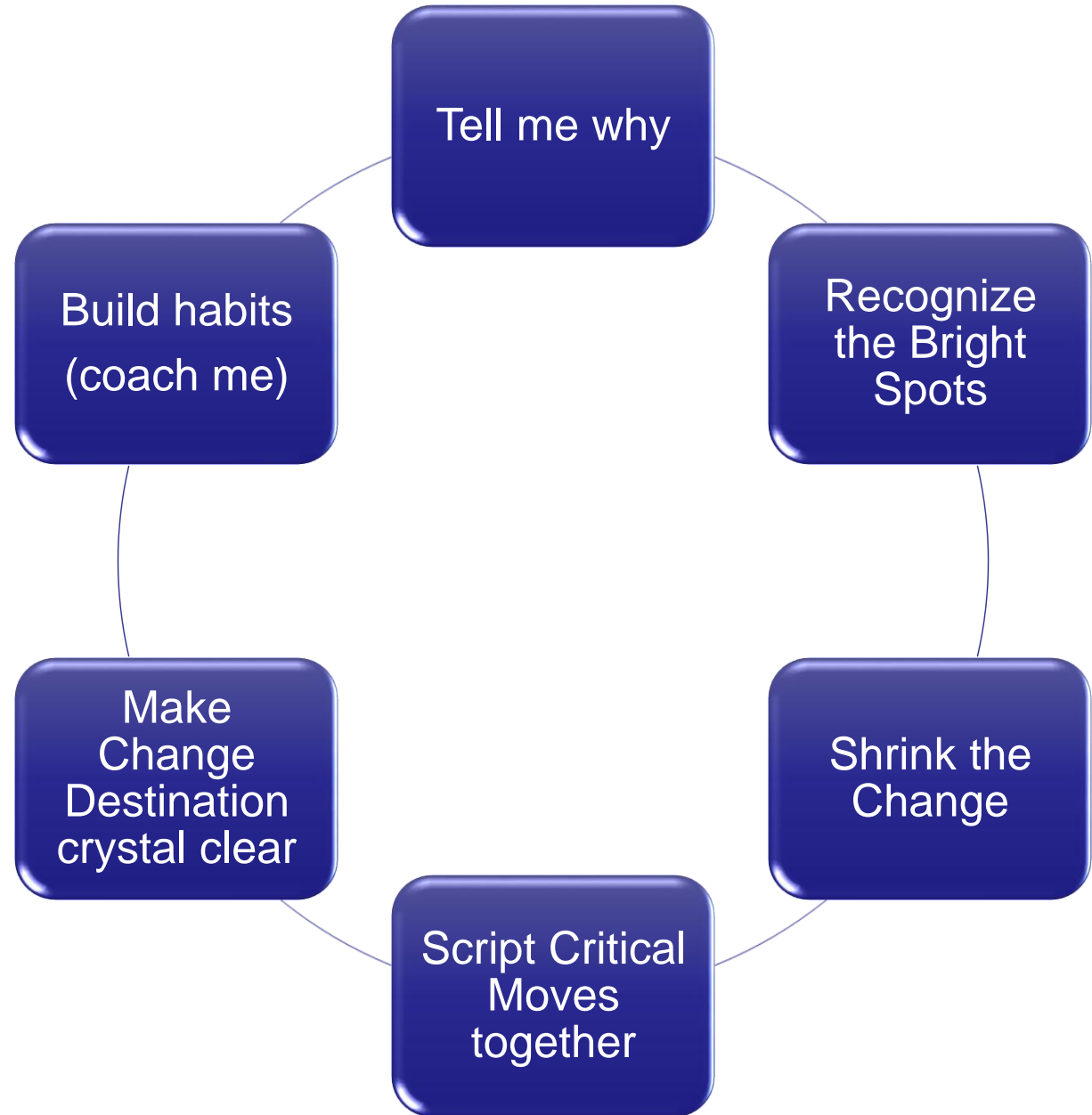
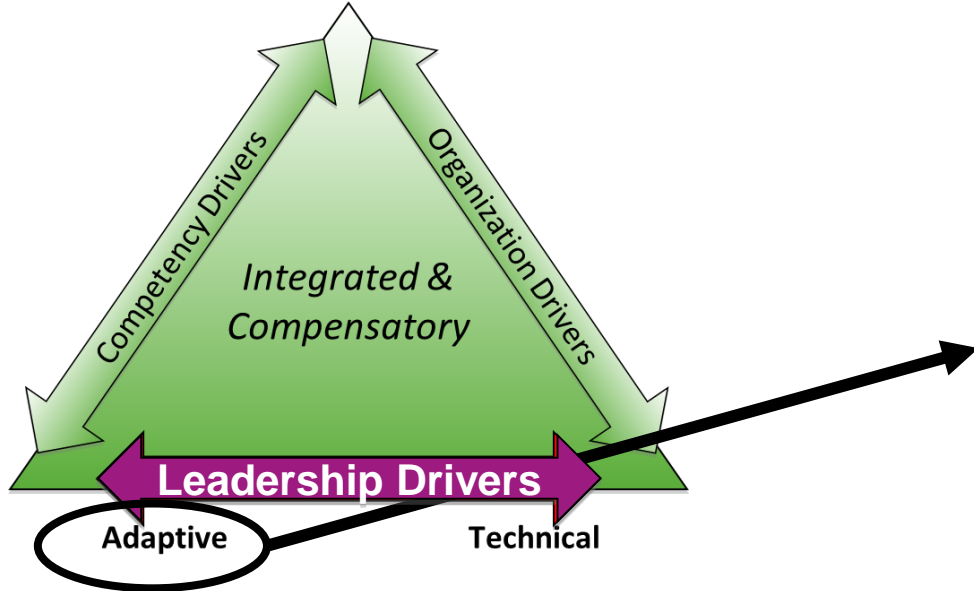


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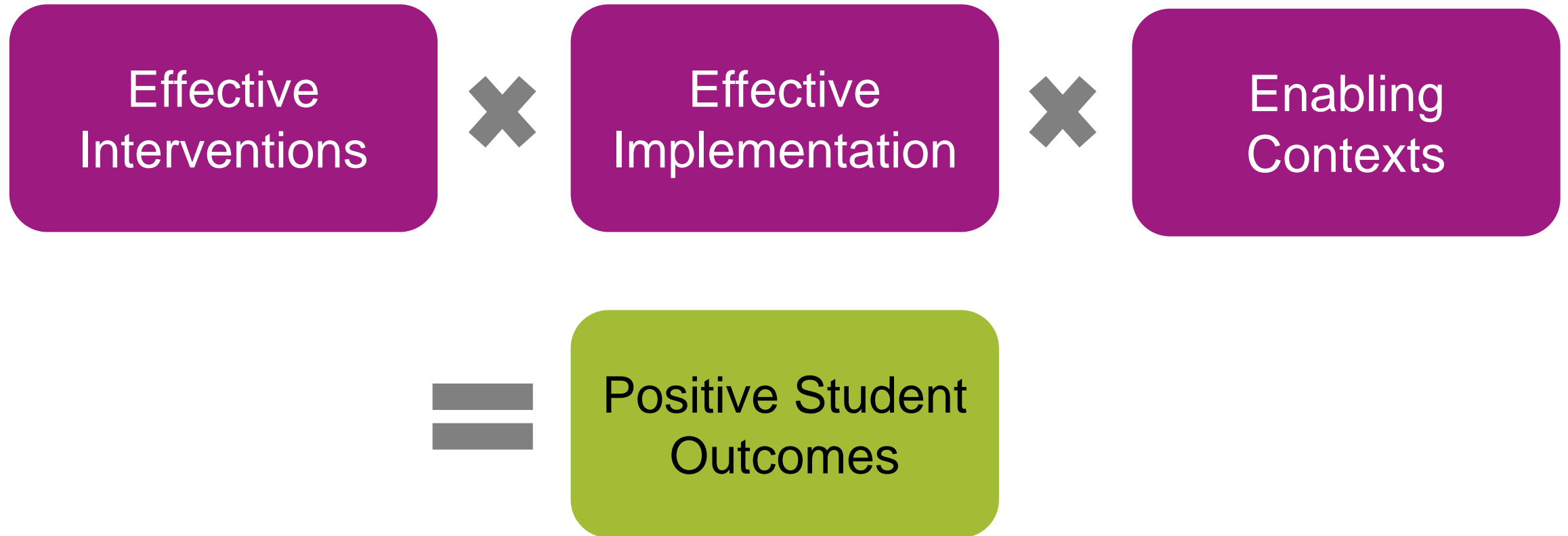
<http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers/dss>

Adaptive Challenges: If You Move My Cheese, Please...

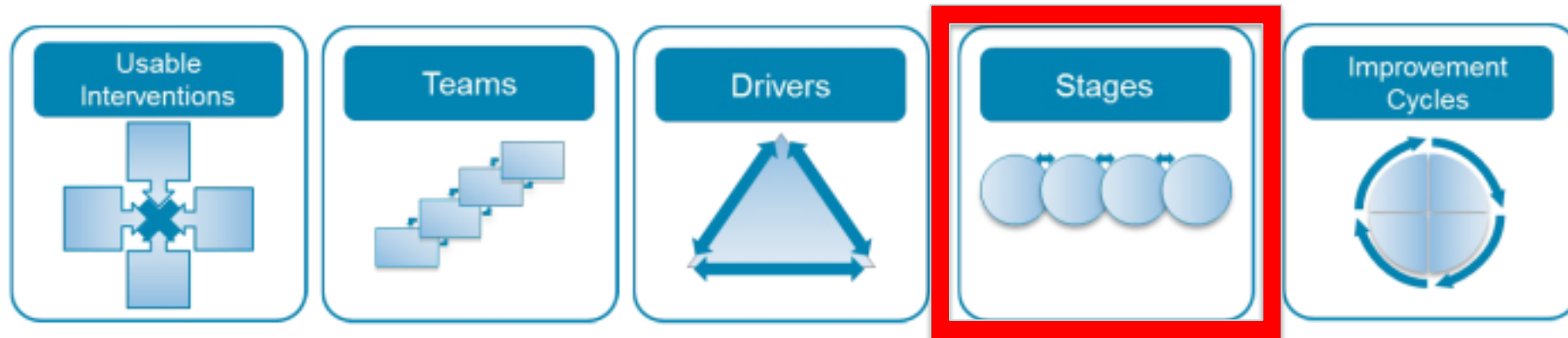


(Heath, C., & Heath, D., 2010)

Formula for Success

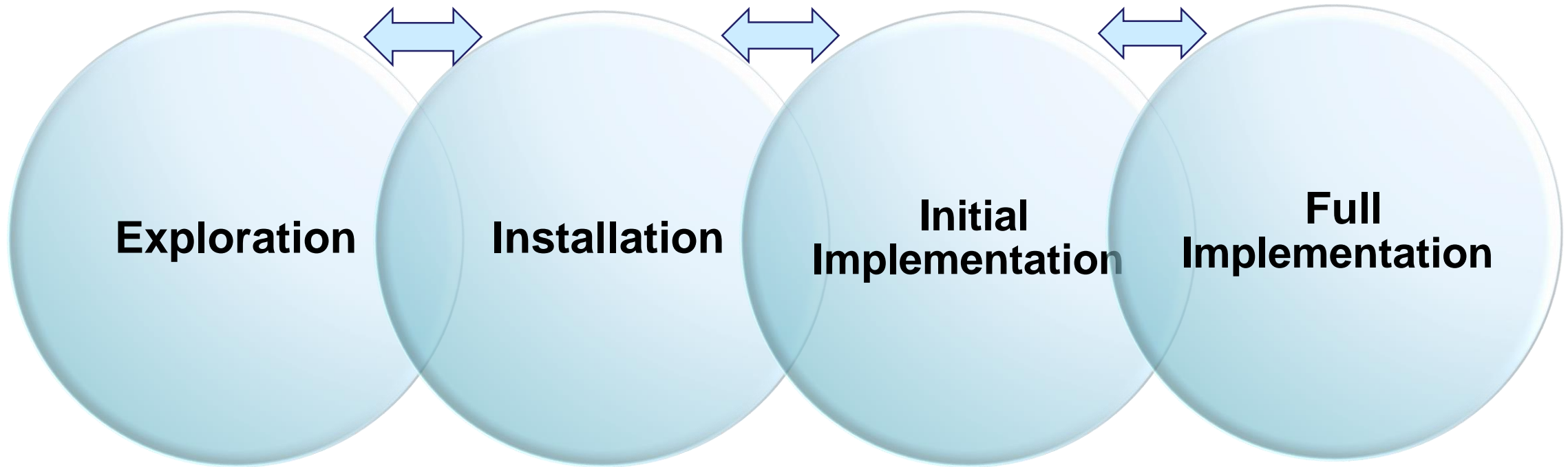


Active Implementation Frameworks



Exploration, installation, initial implementation, full implementation

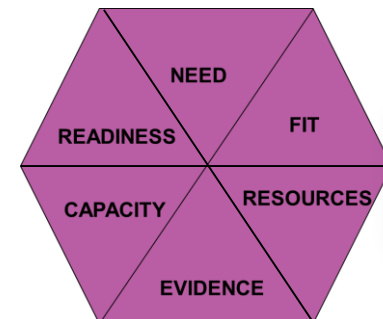
Stages of Implementation



Exploration

A Great Place to Start

- Readiness is assessed by an Implementation Team.
- In components where readiness is not found, it is the role of the Implementation Team to create readiness, an important function to reach a goal.
- Taking the time for exploration saves time and money and improves chances for success.



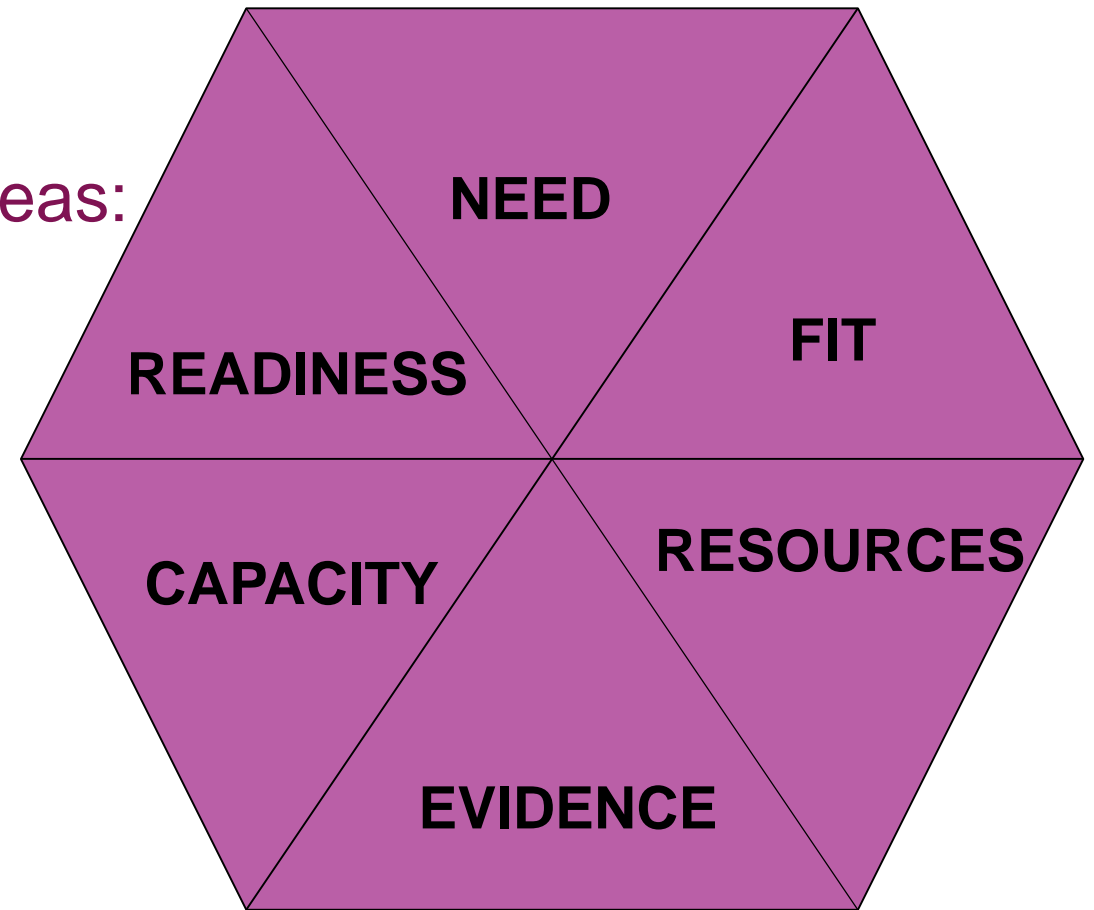
The Hexagon Tool is useful in this stage

<http://implementation.fpg.unc.edu/>

The Hexagon Tool

The Hexagon Tool surveys the following areas:

- **Need** of school
- **Fit** with current initiatives
- **Resources** and supports
- **Evidence**
- **Readiness** for Replication
- **Capacity** to Implement



<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf>

Blase, K., Kiser, L. and Van Dyke, M. (2013)



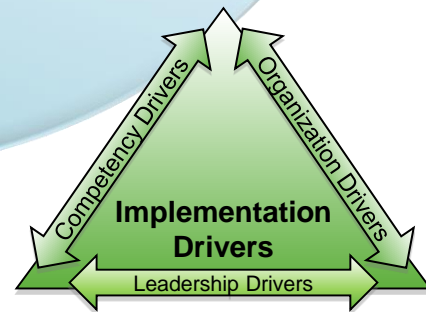
Installation

Identify Resources

- Selecting staff
- Identifying sources for training and coaching
- Providing training for staff
- Establishing fidelity tools for assessment
- Assuring access to materials and equipment.

Implementation Teams help organize these resources and prepare staff for the new practice(s).

Initial Implementation



The Work has Begun

- Staff is learning how to practice new routines and get comfortable.
- This stage can be a real challenge; without external support for change, it will not likely be successful.
- Implementation Teams are critical to focus on Implementation Drivers at this stage.
- Teams need to help develop staff competencies, help administrators adjust organization roles and functions to align with the program, and help leaders fully support the process of using the program and incorporating the necessary implementation supports.

New Ways of Work are Now Standard Ways



Full Implementation

- It is reached when 50% or more of the intended practitioners, staff or team members are using an effective intervention with fidelity and good outcomes.
- Full Implementation is difficult to achieve and sustain without the necessary implementation supports.
- Implementation teams remain essential contributors to the on-going success of the new work.

Stages Of Implementation Analysis



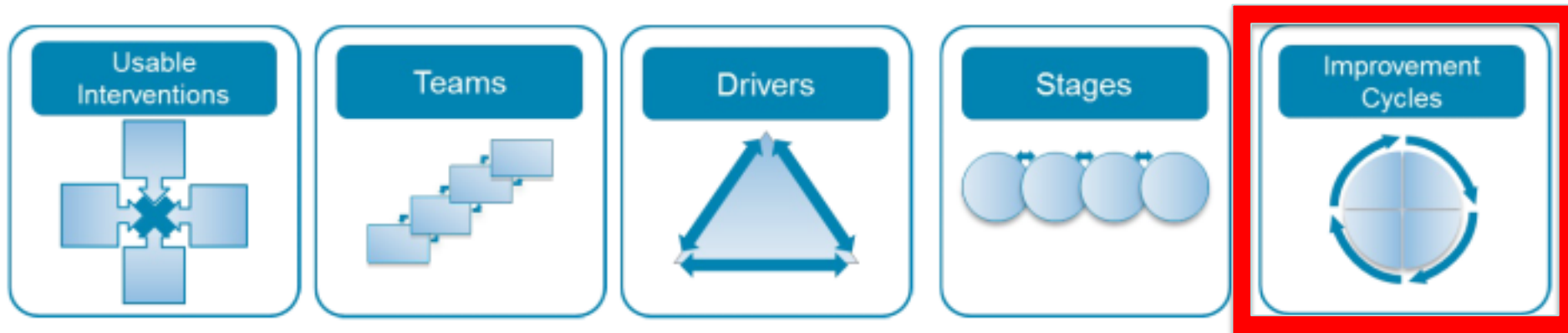
Stages of Implementation Analysis: Where Are We?

Stage-Related Activities for:	In Place (2)	Initiated or Partially In Place (1)	Not Yet in Place (0)	Evidence for "In Place" or "Initiated or Partially In Place" Components
Exploration				
1. Form "Implementation Team" or Re-Purpose/Expand a Current Group				
2. Develop communication plan to describe the exploration process (e.g., activities, participants, timeline, benefits, risks) to key stakeholder groups				
3. Analyze Data to determine need and prevalence of need				
4. Select Targeted Areas to address Need (e.g., student, teacher, family outcomes)				
5. Review and identify programs, practices, interventions that match target area and address need				
6. Review and discuss "eligible" programs and practices (i.e. use the Hexagon tool or a Delphi Process) in relation to:				
a) Need				
b) Fit				
c) Resources – Sustainability				
d) Strength of Evidence				
e) Readiness for Replication				
f) Capacity to Implement				
7. Select programs/practices for continued exploration based on assessment results from above				
8. Develop methods to promote exploration and assess "buy-in" for range of impacted stakeholders				
9. Analyze information and results of exploration activities				
10. Implementation Team makes final selection or makes recommendation to appropriate level (e.g., next leadership level team, best practices groups, local partners, alliance, District leadership) for final selection				
Total				
Average % in Each Category – Strength of Exploration Score:				
Overall Score: (15 Items X 2 = MAX: 30)				
Installation				
1. Identify structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed)				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
2. Make structural and functional changes needed to initiate the new program, practice, framework				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
3. Development of selection protocols for "first practitioners" (e.g., administrators, teachers or staff)				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
4. Training Resources, logistics				
5. Port of implementers				
6. Port plans for				
7. Sustainability of				
8. Coaching, data				
9. Communication links to report				
10. and/or facilitators to next leadership level				
11. Initial Implementation				

<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-StagesOfImplementationAnalysisWhereAreWe.pdf>



Active Implementation Frameworks



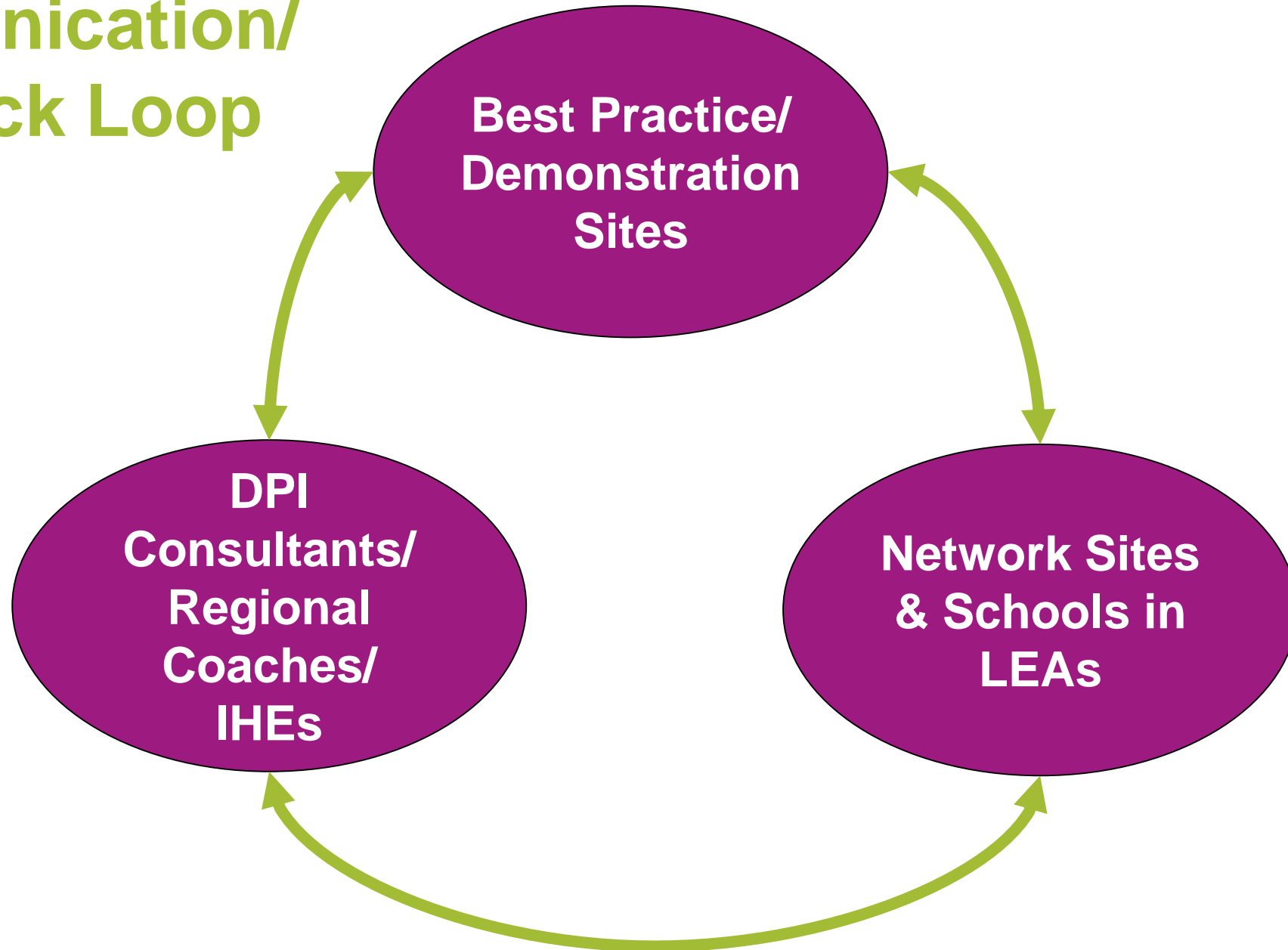
Exploration, installation, initial
implementation, full
implementation

Plan, do, study, act

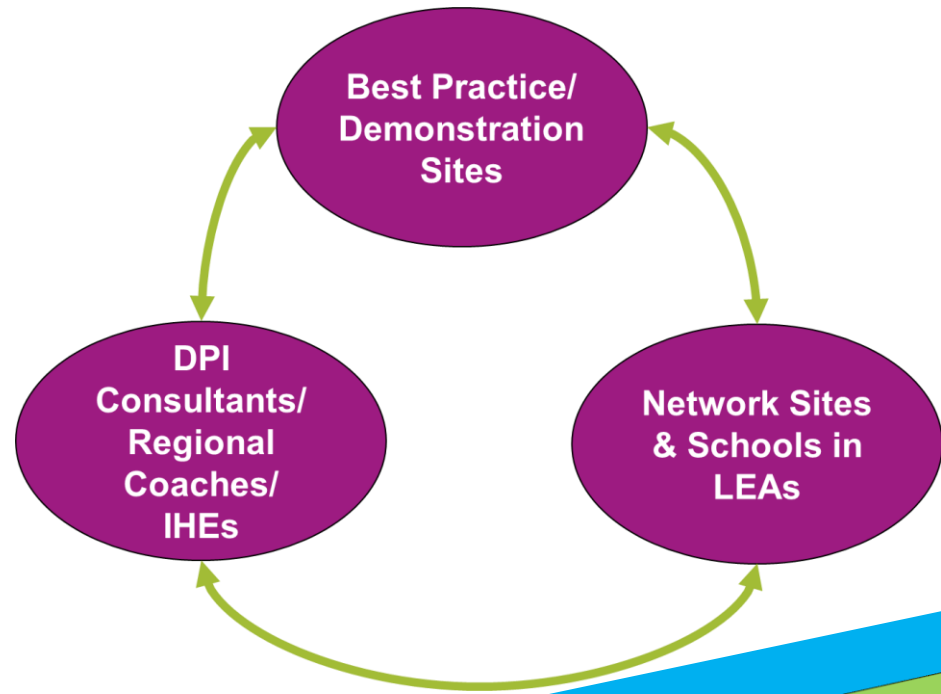
NC SIP Implementation Plan

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Communication/ Feedback Loop



Communication Plan



Ensures that communication is reaching the practice level and feedback is reaching the decision making level.

Focus on how we are preparing stakeholders to do the new way of work.

Provides a consistent method for hearing from the practice level to determine what's working and what's not.

Provides us with a systematic method to determining next steps if a shift is needed.



Active Implementation Frameworks

Usable
Interventions



Teams



Drivers



Stages



Improvement
Cycles



References

- Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.
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